

**Results:** It has been 30 years since the beginning of Chinese comparative literature. After the accumulation of this time, Chinese comparative literature has reflected on the system and theory, and rationalized the system. From the perspective of cross-cultural psychology, comparative culture has undergone great changes and has been applied more widely. In foreign language teaching, we should reform foreign language teaching with the help of the trend of comparative culture transformation. In terms of listening, speaking, reading and writing, we have integrated Chinese and Western cultures, used foreign languages to teach Chinese and Western cultural knowledge, and compared the cultural differences between China and the West. Foreign language majors have more sense of identity and familiarity with foreign language teaching. In the research on the impact of foreign language teaching reform, sophomores believe that reformed foreign language teaching can significantly improve students' writing ability, and the impact score is 5. The specific results are shown in Table 1.

**Table 1.** The influence of foreign language teaching on foreign language majors after the reform

Grade	Listening ability	Oral ability	Writing ability	Reading ability
Freshman	4	5	4	4
Sophomore	4	4	5	3
Junior	5	4	5	4

**Conclusions:** Cross-cultural psychology is the study of people in multiple cultures, analyzing the commonality of these people's psychological characteristics, and studying the impact of social culture on human psychology. Using cross-cultural psychology, this paper analyzes the current situation and transformation trend of comparative literature, and finds that comparative literature has been transformed from literariness to symbolism, from cross-cultural to interdisciplinary, and the scope of comparative literature research has been continuously expanded to meet the needs of the development of the times. The interpretation of different cultures is more profound. Using the idea of transforming comparative literature into the comparative culture, we will reform the foreign language teaching that used to teach foreign language knowledge only, and use Chinese culture. Foreign language has become a means to express Chinese culture, customs and other knowledge. Through this means, we will expand the scope of the spread of Chinese culture and enable foreign students to understand China more truly. In addition, for foreign language majors, this way can increase their acceptance of foreign language learning and make foreign language majors feel a sense of national pride and achievement in the process of foreign language learning.

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## INFLUENCE OF VOCAL MUSIC TEACHING REFORM IN COLLEGES AND UNIVERSITIES ON THE IMPROVEMENT OF CONTEMPORARY STUDENTS' ANXIETY PSYCHOLOGY

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**Background:** Anxiety is the anxiety caused by facing unsolvable problems in life, and there will also be negative emotions such as tension and anxiety. There are also some typical anxieties in anxiety psychology, such as floating anxiety, which can also be called nameless anxiety, that is, anxiety of unknown cause. For students, anxiety psychology is a double-edged sword. An appropriate amount of anxiety psychology can maintain their learning enthusiasm and promote the improvement of students' initiative. When anxiety is beyond the scope of students' psychological tolerance, it will have a negative impact on students' physical and mental health, resulting in physiological phenomena such as mental tension, sweaty palms, headache and so on. Anxiety psychology is affected by environment and personal characteristics, and can be divided into state anxiety and trait anxiety. The former has timeliness and will reduce or disappear according to the change of anxiety environment. The latter is long-term and difficult to eliminate. According to the causes of anxiety psychology, it can be divided into realistic anxiety and pathological anxiety. Realistic anxiety comes from the real potential challenges and threats, and the anxiety emotional response in the face of these potential challenges and dangers. Realistic anxiety is a common anxiety. The pathological anxiety will appear the continuous anxiety of unknown reason, feel the inexplicable sense of threat, and the patient's autonomic nerve function will be disordered, resulting in subjective pain, such as mental anxiety in generalized anxiety disorder.

Contemporary college students have great learning pressure. Due to the lack of timely and effective elimination of these pressures, students have psychological problems, such as anxiety, anxiety and anxiety, which affect the normal development of students' learning and life. For example, college vocal music students have singing anxiety and stage performance anxiety in the process of vocal music learning. They are afraid to sing in front of others, and they are afraid that the teacher will criticize themselves because of their poor singing, and they may also be ridiculed by the students. Because the expectation of their singing effect is too high, resulting in anxiety. Before the relevant stage performance, due to lack of self-confidence, they have fear, feel that their stage performance ability is not good, and have anxiety. According to the anxiety psychology of college vocal music students, this paper reforms the vocal music teaching in colleges and universities, and studies its influence on the improvement of students' anxiety psychology.

**Objective:** To reform vocal music teaching in colleges and universities by comprehensively mastering the anxiety psychology of vocal music students in colleges and universities. Through stage performance psychological training and regulation, vocal music students' anxiety can be controlled and alleviated, and students' self-confidence can be improved. Students can appropriately use some small skills to alleviate their tension, such as drinking some warm boiled water before the performance to alleviate dry mouth and tongue. By asking vocal music students to summarize their stage experience, analyze their shortcomings, and check and make up for deficiencies, so as to avoid anxiety caused by high expectations.

**Research objects and methods:** The research objects are students majoring in vocal music in school. 200 students majoring in vocal music are randomly selected from three universities. These students come from different schools and grades, their personality characteristics are different, there is a gap in family economic situation, and their vocal music learning level is different. Understand their views on vocal stage performance and vocal singing and relevant teaching suggestions. The principal component analysis method is used to analyze the relevant factors to study the influence of the reformed vocal music teaching mode on the anxiety psychology of vocal music students. The relevant influencing factors are quantified by grade 0-4. The higher the score, the greater the impact. The relevant data are processed and analyzed by Excel software and SAS software.

**Results:** The anxiety of college students is a common psychological problem. Affected by the environment and students' personality characteristics, the degree of anxiety of students is different. For students majoring in vocal music, their anxiety psychology is mainly manifested in singing anxiety and stage performance anxiety. Due to the lack of self-confidence, excessive pursuit of perfection and insufficient stage preparation, vocal music students have anxiety, which seriously affects their learning enthusiasm and initiative, and has a certain negative impact on their physical and mental health. After the reform of vocal music teaching mode, the self-confidence of vocal music major has been improved, the self-awareness is more accurate, and the learning level has been significantly improved. Among the effects of the reformed vocal music teaching mode on the anxiety psychology of vocal music majors, stage performance psychological training and regulation have the greatest impact on the anxiety psychology of freshmen majoring in vocal music, with a score of 4 points. See Table 1 for the specific results.

**Table 1.** The influence of the reformed vocal music teaching mode on the anxiety psychology of vocal music majors

Grade	Stage performance psychological training and regulation	Stage experience summary	Teachers' emotional regulation	Strengthen music sense training
Freshman	4	4	3	3
Sophomore	3	4	3	4
Junior	4	3	3	4

**Conclusions:** Through the reform of vocal music teaching mode in colleges and universities, the learning efficiency of vocal music students is greatly improved, the anxiety psychology of students is significantly improved, and the music sense of students is continuously enhanced.

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## THE IMPROVEMENT EFFECT OF TRACK AND FIELD TRAINING INTENSITY AND TRAINING AMOUNT ON STUDENTS' COGNITIVE IMPAIRMENT IN COLLEGE PHYSICAL EDUCATION